Chapter 1 DI/UBD

Chapter 1 presented a lot of information about UBD and DI, what they are, and why they are so important to each other. Differentiated Instruction and Understanding by Design affect how, what, where, and who we teach so that we can reach the goal of helping each student learn in their own way. Personally, it was really hard for me to read this chapter because I feel it was very unorganized. It jumps from one subject to another or to an example and without any warning. In this chapter, different axiom’s are identified and scenario’s on how to fulfill these axioms were presented, which I thought was very interesting and helpful. Axiom one is so straight forward and obvious that I am surprised it was even presented, of course the goal of curriculum is to deepen understanding, which is the purpose of education itself. Axiom two is something that also kind of shocked me, because while it seems to be so honest and again, obvious, I realized that many teachers do not take the time to watch students apply the knowledge, they simply teach it and move on. Axiom four is something that I am worried about as a teacher, reacting to students who need more time as well as students who need more to do. I am a strong fighter against busy work, but I am worried that as a teacher I will not be able to come up with something for a student to do that is useful and not too stressful, because that student may see it as unfair that they are doing more work than the others, even if their work time is the same. Overall, these axioms and DI/UBD will strongly affect my classroom, since modern day techniques revolve around them, I just have to learn how to implement them.

Chapter 2 DI/UBD

Chapter 2 focused a lot on adapting teaching methods and assignments to fit student needs. I believe that the most important part of this chapter was Figure 2.1. It really opened my eyes to the many different variables that affect how a student learns. I knew that there were many of them, but I never really considered there to be this many, it was quite shocking. Each of my students will have different pieces of each of these “category[s] of student variance[s],” and at different levels as well, and it will affect how they learn, how they behave in school, and how they get their homework done. It just really blew my mind to see and read all of these differences. Another very interesting subject of this chapter was challenging students. I whole heartedly agree that every student needs some challenge or else they will not further themselves, they will simply get comfortable in their current level of intelligence, creativity, etc. Yet, I feel like some teachers take it over board, and give a student too much challenge, which has the opposite effect. On page 21, the idea that “rubrics can provide space for students to add personal goals for success” was presented, which I found to be a great idea. I hope I can remember this, because I feel like having students write down their goal on the rubric and then return it to me so that I can give them points on how they achieved their goal or worked towards their goal would be a great and motivating idea.

Chapter 1 MI

Chapter 1 of MI focused on identifying the beginning of the idea of multiple intelligences, as well as defining them. The different kinds of intelligences include Linguistic, Logical/Mathematical, Spatial, Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. On page 8, Gardener is quoted saying “we’ve tended to put on a pedestal one variety called intelligence, and there is actually a plurality of them.” Even though Gardeners ideas have been widely accepted, and presented to us in high school, this is still the truth, people still believe that those who are good at math and science are so smart and genius, but a painter is simply good at something. Although I did not learn a lot from this chapter, since I learned a lot about the different kinds MI’s in high school, it did get me thinking. I myself am a mainly verbal, spatial, and musical learner, and it is so true that I could have identified that without testing it. Yet, I am also very good at certain aspects of the other intelligences. I feel like people rely too much on their most developed intelligences, and use that as an excuse when they are not doing so well in subjects that requires other thinking. An example would be when a person says, “I just can’t do math, and I’m an English person anyways.” That is just not true, because everyone can do math in one way or another, it just may not be as advanced as someone else’s abilities. On page 15, this same idea is talked about. All of these intelligences overlap another in some way. I hope that I can show students within my class that there is a way to bring math and science into social studies, but first I need to learn how that works.

MI Chapter 2

In Chapter 2 of MI, the focus is mostly on how teacher’s intelligences affect their teaching methods. I know from both personal assessment and the assessments we took in class that I am very spatially, musically, and verbally focused. So bringing in logic and math and relating it to social studies may not be something I can do. As a resource I should ask another teacher or student who has a very developed logical intelligence for ideas. What I hadn’t thought of before was that not all of these intelligences are solely developed—or not developed—because of heredity and biological happenings. On page 29, a list of outside influences is presented, and includes access to resources, historical-cultural factors, geographic factors, familial factors, and situational factors. These factors had never really crossed my mind. Even in class the other day, when I spoke about how my father exposed me to music, it didn’t click in my head how important that was. What if I had a dad who didn’t like music? Would music still be so entwined in my life today? Would I still enjoy singing, or even be good at it? I am not sure, and I could never be sure. As a teacher, I hope that I can expose students to crystallizing experiences and not paralyzing experiences. I believe that the most occurring paralyzing experience is when teachers call on students who are not great readers, and ask them to read out loud. While I understand that this is to challenge the student, there are other ways to do so without announcing the student’s difficulty to the classroom and hence embarrassing the in front of all of their peers. That will only paralyze them both with furthering their verbal/linguistic skills, as well as their social skills.